

A SECOND READER

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A Second Reader by Clarence F. Carroll & Sarah C. Brooks

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PREFACE

THE child is at once imaginative and matter of fact. He is interested in fables and fairy stories, and also in stories of real life. The child of seven, more frequently than the child of five, asks for true stories and for the narration of events that happened when father and mother were little.

In making the Second Reader of the series, these facts have been borne in mind by the authors. Folk stories and "real stories" will fairly supply the needs of the second school year. The "real stories" are, with one or two exceptions, from authentic sources and drawn from children's interests. The limited reading vocabulary of a child of seven has made it necessary to simplify the fanciful stories, but the constant aim has been to preserve the spirit of the originals. Those who have had experience in writing stories for real children will readily understand the delicate nature of this work. It is to be hoped that the effort has not been without a measure of success.

The poetry selected is from approved lists used in the first grade and the kindergarten, and is already familiar to the ear. Knowing the content of these adds interest to the effort of acquiring the form.

New words are introduced gradually, and reviewed carefully. The selection presupposes that children using this book are familiar with the First Reader vocabulary.

Phonics, which were introduced in the first year of school, should be presented constantly and faithfully during this second year. If this is done, practical results must follow. Two lines

of work were suggested in the first year: first, the building of words based upon a common phonogram or phonic syllable; and, second, familiarizing the children with the elementary sounds and the characters by which they are represented. The first, continued, should result in a growing independence in pronouncing new words based upon familiar phonograms. The second should give immediate help in translating into vocal terms all words diacritically marked. Let the teacher also bear in mind the necessity for correct training in enunciation and pronunciation. For this purpose, two series of exercises are necessary: one the imitation of models of both, following the teacher's example; and the other, the correction of undesirable habits previously acquired.

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THE AUTHORS.

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MRS. SPECKLE

Mrs. Speck'le chicks guess worms

“Cluck, cluck, cluck!” says Mrs. Speckle.
“Come, chicks, come! Here is something to eat.”

Guess what Mrs. Speckle found. She found
some big brown worms.

Guess where she found them. She found
them in the ground.

Guess how she found them. She turned
them up with her long, sharp claws.

“Cluck, cluck!” says Mrs. Speckle.